CONTENTS OF VOLUME 8

Volume 8 No. 1 1999

VALUES IN SCIENCE AND IN SCIENCE EDUCATION

Editor: Michael R. Matthews

DOUGLAS ALLCHIN / Values in Science: An Educational Perspective	1-12
HUGH LACEY / Scientific Understanding and the Control of Nature	13-35
ERNAN McMULLIN / Materialist Categories	37-44
PETER MACHAMER & HEATHER DOUGLAS / Cognitive and Social Values	45-54
WILLIAM E. HERFEL / On Social and Material Aspects of Technological Control	55-62
DOUGLAS ALLCHIN / Science Gone to Seed?	63-66
ROGER T. CROSS / Scientific Understanding: Lacey's 'Critical Self-Consciousness' Seen as Echoes of J.D. Bernal	67–78
SENG PIEW LOO / Scientific Understanding, Control of the Environment and Science Education	79–87
HUGH LACEY / On Cognitive and Social Values: A Reply to My Critics	89–103
Contributors	105-106

GALILEO AND SCIENCE EDUCATION Editor: Michael R. Matthews

Editorial	107-109
PETER MACHAMER / Galileo and the Rhetoric of Relativity	111-120
JÜRGEN TEICHMANN / Studying Galileo at Secondary School: A Reconstruction of His 'Jumping-Hill' Experiment and the Process of Discovery	121–136
FRITZ KUBLI / Historical Aspects in Physics Teaching: Using Galileo's Work in a New Swiss Project	137–150
WILLIAM E. CARROLL / Galileo and the Interpretation of the Bible	151–187
MAURICE A. FINOCCHIARO / The Galileo Affair from John Milton to John Paul II: Problems and Prospects	189–209
Book Notes	211-214
Contributors	215-216

Volume 8 No. 3 1999

volume 8 No. 3 1999	
OLIMPIA LOMBARDI / Aristotelian Physics in the Context of Teaching Science: A Historical-Philosophical Approach	217–239
STUART ROWLANDS, TED GRAHAM & JOHN BERRY / Can We Speak of Alternative Frameworks and Conceptual Change in Mechanics?	241–271
YVONNE J. MEICHTRY / The Nature of Science and Scientific Knowledge: Implications for a Preservice Elementary Methods Course	273–286
ROSÁRIA JUSTI & JOHN K. GILBERT / History and Philosophy of Science through Models: The Case of Chemical Kinetics	287-307
JEFFREY KOVAC / Professional Ethics in the College and University Science Curriculum	309-319
Contributors	321_322

Volume 8 No. 4 1999

WHAT IS THIS THING CALLED SCIENCE? TWENTY YEARS ON

Editor: Michael R. Matthews

Editorial	323-325
ALAN CHALMERS / Twenty Years On: Adding the Cat Whiskers	's 327–338
JOHN WORRALL / Two Cheers for Naturalised Philosophy of Science – or: Why Naturalised Philosophy of Science is No the Cat's Whiskers	
STEVE CLARKE / Empiricism, Capacities and Experiments	363-374
GREG BAMFORD / What is the Problem of Ad Hoc Hypothese	s? 375–386
K. H. SIEVERS / Toward a Direct Realist Account of Observation	on 387-393
ALAN MUSGRAVE / How To Do Without Inductive Logic	395-412
HASOK CHANG / History and Philosophy of Science as a Continuation of Science by Other Means	n- 413–425
ROBERT NOLA / On the Possibility of a Scientific Theory Scientific Method	of 427–439
KONRAD TALMONT-KAMINSKI / In Defence of the Nair Inductivist: As Well as Some of Their Not-so-Naive Brethe	
Contributors	449-450

Volume 8 No. 5 1999

CHILDREN'S THEORIES AND SCIENTIFIC THEORIES

Editor: Michael R. Matthews

451-455
457–488
489–505
507-523

RICHARD A. DUSCHL, GEDEON O. DEÁK, KIRSTEN M. ELLENBOGEN & DOUGLAS L. HOLTON / Developmental and Educational Perspectives on Theory Change: To Have and Hold, or To Have and Hone? 525-541 JOHN K. GILBERT / On the Explanation of Change in Science and Cognition 543-557 STELLAN OHLSSON / Theoretical Commitment and Implicit Knowledge: Why Anomalies do not Trigger Learning 559-574 ERIC SCHWITZGEBEL / Reply to Commentators: Scientific and Everyday Theories Are of a Piece 575-582 Contributors 583-584

Volume 8 No. 6 1999

SCIENCE FOR NON-MAJORS

Associate Editor: Douglas Allchin

Editorial	585-587
MAURA C. FLANNERY & ROBERT HENDRICK / Co-Teaching and Cognitive Spaces: An Interdisciplinary Approach to Teaching Science to Nonmajors	589-603
A. TRUMAN SCHWARTZ / Creating a Context for Chemistry	605-618
DOUGLAS ALLCHIN, ELIZABETH ANTHONY, JACK BRISTOL, ALAN DEAN, DAVID HALL & CARL LIEB / History of Science – With Labs	619–632
DAVID WADE CHAMBERS / Seeing a World in a Grain of Sand: Science Teaching in Multicultural Context	633-644
BARBARA J. TEWKSBURY / Beyond Hazards and Disasters – Teaching Students Geoscience by Probing the Underlying Influence of Geology on Human Events	645–663
Contributors	665-666
Volume Contents	667-670

